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The historian and concepts

Social Sciences

HISTORY

Grade 8

LAND AND POWER

Module 1

THE HISTORIAN AND CONCEPTS

The historian and concepts

The concepts *land* and *power* are closely related to one another. A person is allocated to the *ruling class* or the *working class* on the basis of his or her productive ability. The *product* then includes capital (money), land, buildings, mines, machinery, etc.

The conflict between the two classes therefore is based on the contrasting relationships that they experience in relation to the product. The ruling class, which can also be called the capitalist class or the middle class or the bourgeoisie (French Revolution), *possesses* the means of production, while the working class or proletariat or Bolsheviks (Russian Revolution) *sell their labour* by working in the fields, in the factories or in the mines belonging to the ruling class.

- In order to grasp this conflict, the historian, in other words all the learners in the History class, must ask complicated questions about all conflict situations, such as:

1. What belongs to whom?

2. Who does what work?

3. Who works for whom?

Activity 1: Group work (Getting to know one another) [LO1.1]

- Divide into discussion groups.

Assignment 1:

Discuss the division of work in a normal family as your group knows it. Ensure that each member of the group gets an opportunity to have a say.

Assignment 2:

Discuss the **degree of cooperation** between the ruling class (parents/guardians) and the working class (children) to ensure the smooth functioning of the household.

Assignment 3:

Now **complete** the following:

(a) My own place in our home is my _____

I am proud of it because _____

(b) My parents/guardians are employees/employers of _____

(c) I am not a burden to my family, because I take responsibility for _____

Activity 2: Group assessment exercise [LO 1.1]

Assignment 4:

Each learner is now given a turn to read his/her answers to Assignment 3 and each member of the group indicates what mark he/she wants to allocate to it. If necessary, a member of the group can motivate why a lower or a better mark is necessary.

The group must **agree** on the mark. The following simple scale is used to determine if the learner is an **ADVANTAGE** to his/her family.

1 = The learner at least lives with his/her family.

2 = The learner is sometimes, or has been of use to his/her family.

3 = The learner is of real use to his/her family.

4 = The learner's contribution to his/her family is an outstanding performance.

At the end of this module, you must hand in a project on The French Revolution. You will receive the necessary information step for step. Today you only have to

(a) inform the people at home that you are looking for information on the topic and

(b) look up/find out the definition of revolution. Complete:

Revolution: _____

Source: _____

EXAMPLE of the recording of information that is obtained from a specific source.

revolution, uprising, radical change.

Source:

a) information on the **author(s)** (first the surname, then the names/initials)

- b) the **title** of the book in quotation marks
- c) the **publisher and date of publication**
- d) the **page number(s)** so that you can find the information again easily.

The above is information that is required by the historian, and therefore it is compulsory. The different departments in one university sometimes differ about what they regard as the correct manner of recording information about sources, e.g. some require full stops between the author, title and publisher, while others do not. Ensure that your project is as correct as possible, as authoritative sources prove the validity of your opinion.

Example:Hanks, Patrick, Collins Dictionary of the English Language,William Collins Sons & Co. Ltd. 1979. p. 337. Read Source A below, taking note of the different social classes as well as the products involved in the conflict between Salga and Samwu.

SOURCE A

Die Burger, P. 10 Saturday 6 July 2002

Salga not interested in further negotiations on Samwu strikers' wages

CAPE TOWN. – The South African Local Government Association (Salga) is not considering any further negotiations on wage increases for members of the muni

cipal union (Samwu).

In letters between the president of Salga, Mr. Petrus Mashishi, and Samwu, as well as between the trade union Cosatu and Sal

ga, the hope was expressed, however, that further negotiations in this regard could be entered into. This was said yesterday after

noon by Adv. Etienne Vermaak, one of Salga's main negotiators on the issue.

"We stick to the offer of 8% and the minimum wage of R1 900 per month. This is not because Salga is insensitive to the difficult living circumstances of some municipal workers, but because we cannot place a heavier burden on the rest of our taxpayers... to meet Samwu's require

ments. The strike might still last a while, but we believe that it will lose momentum next week. In essence it is a power struggle."

On the instructions of the minister of labour, Mr. Membathisi Mdladlana, the Commission for Mediation, Reconciliation and Arbitration tried to convene a meeting between the striking municipal workers and their employer yesterday.

Samwu said in a statement yesterday that it does not approve of littering, damage to property or any violence. "It is a pity that Salga and certain local structures concen

trate on this, rather than on the issues that gave rise to this behaviour."

Ms. Anna Weekes, the media spokes

person for Samwu, said the union repeats its demands and that it will not give in. "We also appeal to local managements not to replace our workers with private service providers. This action causes even more tension."

Matters proceeded in a reasonably order

ly manner in Cape Town yesterday, with a total of 2 314 workers – or about 8% of the total workforce – staying away from work.

"There was no serious disruption of municipal services," said Mr. Charles Cooper, the media spokesperson for the city.

According to Mr. Mike Marsden, execu

tive director of commercial services, more workers turned up for work yesterday and the municipality attempted to catch up with the overdue provision of services. He said that emergency services will continue, as they did over the weekend.

SOURCE A : Assessment of knowledge and understanding

- Complete the following sentences by providing the missing words.

1. (a) Salga represents the _____ class. /1/

(b) Samwu represents the working class; according to the source they work for the _____ /1/

(c) The conflict deals with “wage increases”, which means that the _____

want more _____ /2/

(d) The work (labour) of municipal workers is to, e.g.
_____ /1/

(e) Salga is dissatisfied because the Samwu strikers are guilty of:

“*littering*” , “*damage to property*” and “*violence*”.

Explain these concepts without using the words used in the source!!

Littering is when _____ /1/

‘An example of *damage to property* during a march is when
_____ /2/

Violence can break out when the police _____ /2/

[LO 3.1, 3.6]

Note2:

You have now read a description of a modern conflict situation. Today people try to bring about change in a peaceful manner. While you collect information on the French Revolution, you must evaluate the TYPE of sources that you obtain. Visit the town library if your school does not have a library. Educators usually also have a collection of books. If you do not ask, you will not know.

Step 1: Look at the table of contents, the main headings and the pictures in the book. **You are now looking for an aspect/part of the French Revolution that interests you.** Look at the questions that follow and *mark* those in which you are interested. **Write down your own ideas.**

- (a) Why did the nobility not realise in time that the conflict was coming?
- (b) Why did the working class struggle to organise itself into an effective resistance movement?
- (c) Would better communication (e.g. telephones) have made a difference?
- (d) Are the reasons for the uprising still valid today?
- (e) How do our Human Rights (see Source C) compare with the rights that normal people had in France at that time?
- (f) What role did women play in the Revolution?
- (g) What role did children play in the Revolution?
- (h) Why was there so much bloodshed? OR
- (i) Did poverty cause the uprisings?
- (j) What part did the writings of the time (propaganda) play in the incitement of the masses?
- (k) What was the influence of the French Revolution on other parts of the world, e.g. South Africa?

(l) What influence did the reaction of neighbouring countries to the violence during the revolution have on the French Revolution?

(m) Do you think that Napoleon Bonaparte was a hero?

(n) Do you think that the guillotine was a suitable apparatus for carrying out the sentence on those sentenced to death?

Step 2: The above questions will help you when you gather information for your project. **Make notes** on the information, keep careful records of your sources and use these for your project!

[LO 1.1, 1.2, 1.4, 1.5]

Assessment

Learning outcomes(LOs)

LO 1

Historical Enquiry **The learner will be able to use enquiry skills to investigate the past and present.**

Assessment standards(ASs)

We know this when the learner:

1.1 continues to identify and select a variety of historical and archaeological sources relevant to an inquiry [finds sources];

1.2 evaluates the sources used (e.g. “Who created the source?”, “Is it reliable”, “How useful is the information?”) [works with sources];

1.3 interprets graphical and statistical sources [works with sources];

1.4 presents an original idea as part of an answer to questions posed [answers the question];

1.5 communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

Learning outcomes (LOs)

LO 2

Historical Knowledge and Understanding

The learner will be able to demonstrate historical knowledge and understanding.

Assessment standards(ASs)

We know this when the learner:

2.1 begins to make links between historical events and processes in different contexts in the same period [chronology and time];

2.2 recognises that causes and effects vary in importance [cause and effect];

2.3 explains changes in a wider historical and environmental context [change and continuity].

LO 3

Historical Interpretation

The learner will be able to interpret aspects of history.

We know this when the learner:

3.1 examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation];

3.2 identifies and gives reasons for the different ways that the past is represented and interpreted [source interpretation];

3.3 explains why history is not objective or neutral [source interpretation];

Memorandum

Source A: The summary test out of 10: MEMO

1(a) ruling /1/ 1(b) municipality /1/ (c) labourers/workers/cleaners

1(c) money/salary /2/ 1(d) sweep the streets /remove garbage bags / any /1/

1(e) littering: throwing garbage around /1 damage to property: damaging property / breaking windows / climbing onto the roof of a car / any 2/
violence: strikers who attack /1/ the police / each other / bystanders /1/
Total. /10/

The historian and sources

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LAND AND POWER

Module 2

The historian and sources

Source A is a good example of a newspaper article that is compiled from different sources. Not only are the opinions of the two opposing parties quoted directly, but background is also provided: e.g. letters from Cosatu, as well as mention of the mediation by the minister of labour and the numbers of workers that did not go on strike. The reader is able to sort out the facts and form an own **opinion**.

The letters to which the article refers are the **primary sources**, because, just like an eyewitness report, they provide first-hand information and were recorded at the same time as the events that took place. A **secondary source** is based on information that comes from primary sources and can even provide a new perspective on things that happened centuries after the events took place. A **fact** (unchangeable and provable) differs from an **opinion**, which can be a conclusion that is not necessarily supported by the facts.

Propaganda is based on facts that are taken out of context, suppressed or distorted to proclaim a specific standpoint. **Prejudice/bias** does not maintain a balance between the two sides of an issue and **partiality** is usually based on strong emotions and often excludes reasonableness and balance.

Because the historian has to evaluate different sources in his search for facts, he has to *compare* the different sources. He looks for sources that *agree* so that facts that *differ* can be examined. This means that the historian must read and listen carefully, so that he can take propaganda, prejudice and partiality in any source into account.

Activity 1: Group discussion [LO 3.3, 3.7]

Discussion questions:

1. When can we say that someone is telling a lie?
2. Should you tell your friend that she is wearing an ugly jersey, that you do not like it?
3. Are you stealing if you quickly copy your friend's work if you have forgotten to do your homework?

Assess yourself in terms of the following :

SOURCE A: Assessment of application of concepts to source A

- Once again, read paragraph three of Source A, which contains the words of advocate Etienne Vermaak.

What follows are quotations from Source A that you need to evaluate.

- Read the quotation. *Underline* one of the words between brackets that you believe is best suited to the quotation and *then give a reason* for your choice.

1 (a) "We stick to the offer of 8% and the minimum wage of R1 900 per month."

(Fact / Opinion) /3/

(b) "The strike might still last a
while _____ "

(Fact / Opinion) /3/

2. Samwa's statement is given in paragraph 5. Read it again.

(a) Now underline the word between brackets that best suits the statement and motivate your answer, as in number 1.

(Prejudice / Partiality) /3/

(b) The following people acknowledge that their actions display partiality:

Aunt Sally's naughty son John is always good, she says. Pasqual's mother always makes the most wonderful food. Thembo's dog is the best in the whole of Africa.

Be honest and write down an issue / person about which you are partial./1/

/10/

[LO 1.5, 3.2, 3.3]

- Read the following querying and complaining letter that appeared in **TygerBurger**, a regional newspaper, and then carry out the assignments that follow.

SOURCE B

Wednesday 10 JULY 2002

Case stated about march

ACCORDING to a newspaper report, the city has decided to fine litterbugs or send them to jail.

At the moment, protesters are simply emptying the rubbish bins in the street in full view of the city police, traffic police and police.

Our question is: if people are protesting, are they free from legal prosecution?

I and fellow shop owners were compelled to sweep the streets ourselves.

DISSATISFIED BUSINESSPEOPLE

Parow

Pieter Cronjé, director: communication, City of Cape Town, replies :

It is correct that fines have been increased to try to put a stop to the illegal dumping of refuse.

A march by a large group of striking workers is an emotional issue that needs to be handled with care. The primary task of the city police and the SAPS is to observe such a march and to provide protection against intimidation and violence.

The city council cannot approve the behaviour of striking labour union members.

They did not adhere to the conditions for the march and this will be discussed with the union. Armed with the necessary evidence and statements, disciplinary action can also be taken against workers as a result of offences.

The city would like to thank the shop owners who helped to clean the street. Some of the security personnel also helped to clean up after the march .

Group activity 3: Exercise in democracy [LO 3.4, 3.7]

Step 1: Divide into groups and *describe any march or protest* that you have seen. According to the principle of democracy, every person must be given

a chance.

Step 2: The group selects the most *interesting* story. Two-thirds of the group must agree on which story was the most interesting.

Step 3: The group now selects a person to tell the story to the rest of the class, in other words, the person who is going to *report*. The reporter does not necessarily have to be the person who originally told the story.

The report-back only takes place in the next period. The members of the group must remain in their groups until the exercise in democracy is completed.

Step 4: The group's decision on a learner's contribution to the group is the prevailing one, and not that of the learner.

IMPORTANT:

If the class feels that their performance as democratic groups does not display good cooperation, the class needs to repeat this exercise (later).

Self-assessment

Write down the weak points in the story you told during Step 1 of the exercise in democracy.

[LO 3.4, 3.7]

- You have now had ample opportunity to take part in History activities. Assess your progress with the aid of the assessment grid on the following page.

Activity 4: Written exercise: communication

Write your own letter to a newspaper, according to

- the pattern of Source B.

Heading:

Case stated about ...

Paragraph1:

Mention the reason for your letter.

Paragraph2:

State your questions.

Paragraph3: Say why the matter is so important to you.

Conclusion:

Write a suitable pseudonym. Your address and the date.

Assessment

Learning outcomes(LOs)
LO 1
Historical Enquiry The learner will be able to use enquiry skills to investigate the past and present.
Assessment standards(ASs)
<i>We know this when the learner:</i>

1.1 continues to identify and select a variety of historical and archaeological sources relevant to an inquiry [finds sources];

1.2 evaluates the sources used (e.g. “Who created the source?”, “Is it reliable”, “How useful is the information?”) [works with sources];

1.3 interprets graphical and statistical sources [works with sources];

1.4 presents an original idea as part of an answer to questions posed [answers the question];

1.5 communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

Learning outcomes (LOs)

LO 2

Historical Knowledge and Understanding The learner will be able to demonstrate historical knowledge and understanding.

Assessment standards(ASs)

We know this when the learner:

2.1 begins to make links between historical events and processes in different contexts in the same period [chronology and time];

2.2 recognises that causes and effects of effects vary in importance

[cause and effect];

2.3 explains changes in a wider historical and environmental context [change and continuity].

LO 3

Historical Interpretation The learner will be able to interpret aspects of history.

We know this when the learner:

3.1 examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation];

3.2 identifies and gives reasons for the different ways that the past is represented and interpreted [source interpretation];

3.3 explains why history is not objective or neutral [source interpretation];

Freedom of expression

Social Sciences

HISTORY

Grade 8

LAND AND POWER

Module 3

FREEDOM OF EXPRESSION

Activity1: Write a letter to the press:

The Editor Readers' Forum TygerBurger P.O. Box 747 Bellville 7535

Dear Sir

No recreational facilities for the youth in our town.

Yours faithfully
Dead Bored

John Smith
12 Church Street
Mountain View
744314 March 2003

Feel free to use the following recipe in if you are unsure about how to organise your information for your project.

Heading / title: State your case briefly and meaningfully on a decorated cover page / front page.

Table of contents: The division of your project with the corresponding page numbers appears on this page.

Introduction: This must catch the attention of the reader and you need to explain enthusiastically why you are interested in the topic and how you will approach it, so that the reader will be inquisitive and want to read further.

Contents: Divide your different arguments into separate paragraphs and provide a suitable heading for each grouping of paragraphs.

Conclusion: You need to reach a motivated conclusion, for example by briefly summarising your main points and repeating the answer to your question. Give your own opinion! Look at Freedom of Expression that follows in Source C and Source D.

List of Sources: Take another look at Note 2.

[LO 1.5, 3.3]

What follows is an extract from: *The Constitution, Act 108 of 1996* From: Chapter 2: Bill of Rights

SOURCE :

Freedom of Expression

16. (1) Everyone has the right to freedom of expression, which includes—

(a) freedom of the press and other media;

(b) freedom to receive or impart information or ideas;

(c) freedom of artistic creativity; and

(d) academic freedom and freedom of scientific research.

(2) The right in subsection (1) does not extend to –

(a) propaganda for war

(b) incitement of imminent violence; or

(c) advocacy of hatred that is based on race, ethnicity, gender or religion, and that constitutes incitement to cause harm.

17. Everyone has the right, peacefully and unarmed, to assemble, to demonstrate, to picket and to present petitions.

Exercise in the motivation of answers:

- What follows are three (3) statements on freedoms as described in Source C. You must prove or disprove the statements in the correct manner. Follow the instructions closely!

State your arguments as follows: Take in a standpoint = 1. (Be careful, “no” is not a standpoint or a statement!) Give a reason(s) why you agree with the statement or not = 1 Find proof in the Act to prove your reason / point = 2 Total = 4

1.

2. In Section 16 (1) of Source C, your freedom of “artistic creativity” gives you the right to write anything on the walls of the boys’ toilets at school, e.g.

YOU FAGGOT

Tip: Test these statements against the **conditions** that are stated in 16 (2) a, b and c!

2. In Section 16 (1) (d) of Source C, the words “academic freedom” give you the right to copy your classmate’s work and to hand it in as your own

work – if you have his permission to do so.

3. In Section 16 (1) (d) of Source C, the words “scientific research” give you the right to cause an unbearable stink in the school’s laboratory.

[LO 3.1, 3.2, 3.3]

Assessment

Learning outcomes(LOs)

LO 1

Historical Enquiry **The learner will be able to use enquiry skills to investigate the past and present.**

Assessment standards(ASs)

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posed [answers the question];

1.5 communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

Learning outcomes (LOs)

LO 2

Historical Knowledge and Understanding

The learner will be able to demonstrate historical knowledge and understanding.

Assessment standards(ASs)

We know this when the learner:

2.1 begins to make links between historical events and processes in different contexts in the same period [chronology and time];

2.2 recognises that causes and effects of effects vary in importance [cause and effect];

2.3 explains changes in a wider historical and environmental context [change and continuity].

LO 3

Historical Interpretation

The learner will be able to interpret aspects of history.

We know this when the learner:

3.1 examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation];

3.2 identifies and gives reasons for the different ways that the past is represented and interpreted [source interpretation];

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The Industrial Revolution

Social Sciences

HISTORY

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LAND AND POWER

Module 4

THE INDUSTRIAL REVOLUTION

SOURCE A

In 1733, Mr. John Kay of Britain improved the loom used for weaving to such an extent that the demand for spinning thread increased drastically. From the business world it is clear that the greater the demand for a specific product (e.g. spinning thread), the better the price that can be obtained by the manufacturer (e.g. the spinner) for his product.

James Hargreaves was a woodworker and spinner from Lancashire in Britain. One day, his daughter, Jenny, knocked over the spinning wheel in the overcrowded house in which he, his wife and their seven children operated their cottage industry.

James realised that more spindles could be mounted on the axle and that more threads could therefore be spun at the same time. Hargreaves names his new invention the Spinning Jenny.

One Spinning Jenny, which had eight spindles, could do the work of eight people at the same time. Spinners who feared job

lessness broke into Hargreaves's house and destroyed the Spinning Jenny. Hargreaves moved to Nottingham and opened a factory with larger and better spinning machines. His success with the Spinning Jenny motivated other inventors to also begin experimentation. In this way, a number of new and improved machines were developed.

The next step was the development of machines that could be operated with water power and steam power.

Written exercise:

- Complete the following sentences on Source A.

The development of the Spinning Jenny was **caused** by an accident, namely that

_____ /2/

The **consequence** of the accident was that Hargreaves got the bright idea to

_____ /2/

The **cause / reason** for the development of the improved spinning wheel was _____ /2/

The **consequence / result** of the improved spinning wheel was _____ /2/

/8/

[LO 2.2]

SOURCE B

The use of machines increased production, necessitating good roads for fast transport from the farm (e.g. fresh vegetables or wheat for bread) or factory (e.g. clothes) to the market.

John Loudon McAdam is still respected as a master road builder today. It is thanks to him that a network of excellent roads was built in Scotland and Britain.

Activity: Chronology

All the following facts on McAdam are correct, but they are not in the correct sequence. Read through the points and rearrange the facts so that they follow on one another logically.

1. He returned to Scotland at the age of 27.
2. When John was 14, his father died and he went to live with his uncle in New York.
3. McAdam was born in Scotland in 1756.
4. When John was a child, he enjoyed making roads for his toy carriages.
5. Even after his death, his techniques for building roads remained available in the three books that he wrote on the topic.
6. In New York, McAdam eventually became a wealthy merchant.
7. Back in Scotland, McAdam began to experiment with road building on his own estate in Ayrshire.
8. After he had depleted his own funds, John approached the government for financial aid to build a network of roads across Britain and Scotland.

- Write down ONLY the numbers so that the facts of John's life are in the correct order.
- [LO 1.3]

WORK PAGE: HOME INDUSTRIES

COMPLETE the following work page by getting help from an adult at home. Ask the person to sign their name at the bottom of the work page.

In 1733, a home or cottage industry was a small business undertaking in which all the members of the family were involved. When we speak about a home industry today, we mean any group of people who market and sell products they have made themselves from a stall alongside the road, or from a shop in the town or city, or from their home or garage.

Examples of home industries are: garden services, _____

Granny had to look after the younger children so that Mother could finish her housework.

Today _____

Father used to do all the manual labour, today

Children had to help on the farm during the day and with the cottage industry at night.

Today _____

The whole family spent all day together; today

People lived far away from each other and transport was a problem; today _____

If people could not produce certain products themselves, they exchanged products with other people.

Today _____

Everyone knew everyone else in the area, because they were dependent each other.

Today _____

Lighting was obtained from candles and oil lamps and heating came from fire.

Today _____

Without electricity, communication was a problem.

Today _____

Signed by: _____

[LO 1.4, 2.3, 2.4, 3.1]

Activity: Carry out the instructions precisely [LO 1.5]

- What follows is a description of McAdam's road-building method.
You must represent it graphically, in other words, by means of a clear drawing **WITH CAPTIONS** so that anyone will be able to follow your instructions.

John McAdam's road-building method:

The bottom layer, called the foundation, consisted of large stones.

Onto this layer, the workers threw a second layer of medium-sized stones.

This was followed by a layer of smaller stones, after which the top layer of gravel, sand and lime was rolled flat so that it formed a smooth, even

surface.

Title. _____

/10/

SOURCE C

Educator: Grade Eights, it should be clear to you by now that during the Industrial Revolution tremendous social changes took place. The rich became richer and the poor even poorer. The labourers only had their labour to sell, and the employer could decide how much he wanted to pay. Child labour, especially, was exploited.

Parents who were poor, sold their children in order to get money to pay for food for their younger children.

Those of you who saw the movie Mary Poppins, will know of the circumstances in which chimney-sweeps lived. A lack of food, illness due to the coal dust they inhaled, inadequate treatment made the life of these children miserable.

SOURCE D

Sipho: I want to tell the history class how I collected money for my school fees. I started with cheap dishwashing fluid, old rags and bottles of water. I stood next to the off-ramp of the busy national road with a poster advertising my windscreen-wash service. My first client told me to keep the change. Another lady driving a spotless car, said that she enjoyed my friendliness. My undertaking expanded into a regular car-wash service for satisfied customers.

A squatter is a person who settles somewhere without the necessary amenities.

Mrs. Makhosana says that she offers the necessary amenities to her children: a roof over their heads, sufficient food and clothing, free medical treatment and day-to-day care and she pays their schooling. In exchange for that they respect her house rules and everyone makes a compulsory contribution to the household. Her children are a perfect example of their family, and she is proud of them.

SOURCE E

Martin: During the holidays, I worked as a volunteer at the Animal Welfare Society. The clients that I had while I was there consisted of nine dogs, various birds and cats. I walk the dogs and feed the birds and cats every day. I am willing to clean the birdcages for extra money.

Assignment

Learning outcomes(LOs)

LO 1

Historical Enquiry **The learner will be able to use enquiry skills to investigate the past and present.**

Assessment standards(ASs)

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1.2 evaluates the sources used (e.g. “Who created the source?”, “Is it reliable”, “How useful is the information?”) [works with sources];

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1.4 presents an original idea as part of an answer to questions posed [answers the question];

1.5 communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

Learning outcomes (LOs)

LO 2

Historical Knowledge and Understanding The learner will be able to demonstrate historical knowledge and understanding.

Assessment standards(ASs)

We know this when the learner:

2.1 begins to make links between historical events and processes in different contexts in the same period [chronology and time];

2.2 recognises that causes and effects vary in importance [cause and effect];

2.3 explains changes in a wider historical and environmental context

[change and continuity].

LO 3

Historical Interpretation The learner will be able to interpret aspects of history.

We know this when the learner:

3.1 examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation];

3.2 identifies and gives reasons for the different ways that the past is represented and interpreted [source interpretation];

3.3 explains why history is not objective or neutral [source interpretation];

Constitutional Rights

Social Sciences

HISTORY

Grade 8

LAND AND POWER

Module 5

CONSTITUTIONAL RIGHTS

Activity: Group discussion – Constitutional rights

- Compare the three sources, C, D and E, in the previous module. In the class, discuss the **differences** and **similarities** in the lifestyles of the children to which the sources refer.
- Fill in the answers to the following questions:

1. What basic human rights (look these up in the Constitution if you do now know) are discussed in Source F?
2. What steps can be taken by a learner whose rights are not being respected to obtain help?
3. What organisations can be found in your area that offer help to all children?
4. What is the Child Help Line?

Number _____

[LO 2.4]

Exercise to select and to tabulate

- Complete the following table by filling in the information that is asked for on the left-hand side under the letter for each source.

	• F	• G	• H
• Type of source			
• Reason why work was begun			
• Work satisfaction *			
• Degree of success achieved			

/10/

**Footnote:* Work satisfaction refers to the pleasure or happiness that one experiences when you do the type of work you do well, or if you experience pleasure when you help other people.

[LO 1.1, 1.5]

SOURCE: FORMS

- Get hold of a typical **municipal account** for services that are rendered to each resident. Explain what services are meant by the following words:

Property tax

Refuse

Sewage

Water

[LO 1.5]

Assessment

Learning outcomes(LOs)

LO 1

Historical Enquiry

The learner will be able to use enquiry skills to investigate the past and present.

Assessment standards(ASs)

We know this when the learner:

1.1 continues to identify and select a variety of historical and archaeological sources relevant to an inquiry [finds sources];

1.2 evaluates the sources used (e.g. “Who created the source?”, “Is it reliable”, “How useful is the information?”) [works with sources];

1.3 interprets graphical and statistical sources [works with sources];

1.4 presents an original idea as part of an answer to questions posed [answers the question];

1.5 communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

Learning outcomes(LOs)

LO 2

Historical Knowledge and Understanding

The learner will be able to demonstrate historical knowledge and understanding.

Assessment standards(ASs)

We know this when the learner:

2.1 begins to make links between historical events and processes in different contexts in the same period [chronology and time];

2.2 recognises that causes and effects vary in importance [cause and effect];

2.3 explains changes in a wider historical and environmental context [change and continuity].

LO 3

Historical Interpretation

The learner will be able to interpret aspects of history.

We know this when the learner:

3.1 examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation];

3.2 identifies and gives reasons for the different ways that the past is represented and interpreted [source interpretation];

3.3 explains why history is not objective or neutral [source interpretation];

The Industrial Revolution: Agriculture

Social Sciences

HISTORY

Grade 8

LAND AND POWER

Module 6

The Industrial Revolution : Agriculture

Urbanisation, an increase in population and a rise in the living standards of people followed on the improvements in transport and roads. One of the challenges faced by the agricultural industry was to provide more and better food to the growing population.

Robert Bakewell farmed with sheep and cattle in Dishley in the Leicester district. He realised that meat production would be sufficient only if the quantity and the quality thereof could be improved. The animals had to be ready for the market sooner and satisfied buyers would ensure the best market prices. The most popular wool sheep at this stage were skinny, long-legged sheep that could survive on little food.

Bakewell began experimenting and soon bred a sheep with a large carcass and very good meat that was ready for the market within two years. This breed, known as the *New Leicester*, was therefore double as profitable as the previous sheep breed, which was only ready for the market after three to four years. Bakewell was one of the first farmers to realise the value of the scientific and control

led irrigation of crops. This research was necessary because meat production was now becoming more important than trade in wool or

sheepskins. Bakewell's experimentation with sheep breeds therefore led to research on animal feed. In his cattle breeding efforts, he also concentrated on properties such as quality and quantity with regard to meat production. His experiments were extended further to a smaller cart-horse, which was more useful than the larger animals.

- Look at the following **DIAGRAM** of meat production offered for sale at the **Smithfield market**.

	• 1710	• 1795
• Mutton	• 12 kg	• 35 kg
• Beef	• 150 kg	• 360 kg

-
-
- Study the **diagram** on the previous page and answer the following questions:

1. Did the production of mutton increase? Provide proof for your answer.
2. Did mutton production increase more than beef production? Provide proof for your answer.

Provide proof for your answer.

3. Can you deduct from the information provided in the diagram that the people in Britain liked beef more than mutton? Provide at least ONE reason for your answer.

[LO 1.3]

What is taking place in scientific research and experimentation in the field of agriculture today?

What is cloning?

This is a product of biotechnology, by which cells or an entire animal are produced by making use of the DNA of one parent, without following the normal processes of birth and/or growth. The clone has the same DNA as the parent.

Is cloning unnatural?

No, clones are often produced naturally, such as in the case of identical twins.

Does the cloning process work each time?

No, the sheep **Dolly** was the first successful incidence of mammal reproduction. Dolly was produced from a normal adult cell, in this case taken from the udder of a ewe. More than 200 attempts to make Dolly were unsuccessful.

Are clones normal, healthy animals?

Goats, sheep, cows and mice have already been cloned. Dolly appears to be healthy, but scientists suspect that health problems and early ageing can take place in the cloned animals.

Where can one obtain more information about the latest technology?

Information on any news originating from the BBC can be obtained on the Internet if you have missed the newspaper article or international TV news

broadcasts. The above information is available on the general BBC News Web page. Look for:

“BBC News Website”, under “Sci/Tech”, then keep on looking until you find the specific information you need!

Assessment

Learning outcomes(LOs)

LO 1

Historical Enquiry

The learner will be able to use enquiry skills to investigate the past and present.

Assessment standards(ASs)

We know this when the learner:

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Learning outcomes(LOs)

LO 2

Historical Knowledge and Understanding

The learner will be able to demonstrate historical knowledge and understanding.

Assessment standards(ASs)

We know this when the learner:

2.1 begins to make links between historical events and processes in different contexts in the same period [chronology and time];

2.2 recognises that causes and effects vary in importance [cause and effect];

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LO 3

Historical Interpretation

The learner will be able to interpret aspects of history.

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3.2 identifies and gives reasons for the different ways that the past is represented and interpreted [source interpretation];

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Coparative study between the French and Industrial Revolutions

Social Sciences

HISTORY

Grade 8

LAND AND POWER

Module 7

Comparative study : Industrial Revolution vs French Revolution

DEFINITION:

The IR was a slow but radical change from manual labour to the use of machines.

The FR was a political revolution in which the working class ended the reign of the government, which was a monarchy, by means of a fast, bloody conflict.

CAUSES:

The inventions of creative leaders who improved technology to such an extent that **capitalism** came into being, i.e. the use of money in the production of goods and services so that even more money could be made.

The suppressive government by the minority group, the king and his aristocracy, which gave rise to the **communistic** dream of a worker's paradise.

WRITINGS:

1776 “The Wealth of Nations” by Adam Smith, in which he encouraged private initiative, i.e. that maximum wealth and success could only be achieved by individuals because people want to promote their own prosperity and the nation could benefit from this.

Rousseau (1712 – 1778) wrote in his “Social Contract” that the power should rest in the people and not in the king. He composed the motto of the French Revolution: liberty, equality and fraternity.

CONSEQUENCES:

The IR led to urbanisation, because factories and mines were built close to the sources of energy. This led to unplanned cities to house the poor workers. The rich became richer and the poor became poorer.

Napoleon Bonaparte was appointed as head of the French army by the directorate of France in 1795 to end corruption. His armies were welcomed by the suppressed people everywhere as liberators and this led to the spread of the ideals of the FR. Nationalism (a fiery love for your country) arose in this manner.

- Write two paragraphs in which you use your own words to explain what is meant by the following:
 - communism
 - capitalism

[LO 2.2, 2.4]

ASSESSMENT OF KNOWLEDGE AND UNDERSTANDING OF THE FRENCH AND INDUSTRIAL REVOLUTIONS

Your teacher will now help you to determine the extent of your knowledge and understanding of the two revolutions, for example by means of

a written test.

Assessment

Learning outcomes(LOs)

LO 1

Historical Enquiry **The learner will be able to use enquiry skills to investigate the past and present.**

Assessment standards(ASs)

We know this when the learner:

1.1 continues to identify and select a variety of historical and archaeological sources relevant to an inquiry [finds sources];

1.2 evaluates the sources used (e.g. “Who created the source?”, “Is it reliable”, “How useful is the information?”) [works with sources];

1.3 interprets graphical and statistical sources [works with sources];

1.4 presents an original idea as part of an answer to questions posed [answers the question];

1.5 communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

Learning outcomes (LOs)

LO 2

Historical Knowledge and Understanding

The learner will be able to demonstrate historical knowledge and understanding.

Assessment standards(ASs)

We know this when the learner:

2.1 begins to make links between historical events and processes in different contexts in the same period [chronology and time];

2.2 recognises that causes and effects of effects vary in importance [cause and effect];

2.3 explains changes in a wider historical and environmental context [change and continuity].

LO 3

Historical Interpretation

The learner will be able to interpret aspects of history.

We know this when the learner:

3.1 examines historical interpretation by asking relevant questions about the author of an historical

source [source interpretation];

3.2 identifies and gives reasons for the different ways that the past is represented and interpreted [source interpretation];

3.3 explains why history is not objective or neutral [source interpretation];

Industrialisation in SA

Social Sciences

HISTORY

Grade 8

THE MINERAL REVOLUTION AND RELATED WARS IN SOUTH AFRICA

Module 8

INDUSTRIALISATION IN SOUTH AFRICA

INDUSTRIALISATION IN SOUTH AFRICA

South Africa is unbelievably rich in minerals. Minerals like gold, diamonds, platinum and necessary basic metals like copper, tin, iron, lead and zinc make mining and the subsequent job creation, possible. The only other country with a similar variety of minerals and metals, is Russia.

the discovery of Gold and Diamonds in SA

By the middle of the nineteenth century Britain found the territories that she had colonized in South Africa to be an economical drawback. Droughts in the Cape Colony, fights in the Orange Free State with the Basuto, and weak rural markets in the old ZAR (Transvaal) made Britain decide to hand over the government of these territories by signing the Sand River Convention in 1852 with Transvaal and the Bloemfontein Convention in 1854 with the Orange Free State.

The discovering of gold in 1868 north of the Limpopo River, at first drew no attention, because in 1867 the first diamond was found near Hope Town.

These alluvial diamonds were found in the silt near rivers. On both sides of the Vaal River more diamonds were found, which caused an influx of miners. The miners were unable to reach an agreement about their rights with President Pretorius, the leader of the OFS, and declared themselves an independent republic at Klipdrift.

During 1870 and 1871 diamonds were discovered further from the Vaal River, first at Dutoitspan (Kimberley) and later at Vooruitzicht. This became known as one of the biggest diamond discoveries in the world and miners from all over the world descended on the diamond fields. Conflict among the different claimants of the diamond bearing areas, the republics, colonies and tribal captains was unavoidable.

Although J.H. Davis had already discovered the first gold of the well-known Witwatersrand in 1852 on a farm near Krugersdorp, he was forced by the ZAR Government to keep quiet about it. Other gold discoveries were made, like the find by Walker and Harrison on the farm Langlaagte. Only in 1886 it became clear that this discovery was the important main reef of the Witwatersrand.

The town of Johannesburg developed on the farm Randjeslaagte. Transporters could no longer cope with taking people and goods to and from the mines, so railway lines were built. In 1892 Johannesburg was connected to Cape Town by rail; and in 1895 to Durban.

Activity 1:

TIME-LINE EXERCISE

[LO 1.2, 1.4, 1.5, 2.1, 2.2]

- Draw a TIME-LINE on which you can show what happened on the South African diamond and gold fields that was discussed previously.

Do it like this:

- a) Write the words TIME-LINE and the topic of the time line, on top.
- b) First ARRANGE the DATES in CHRONOLOGICAL ORDER.
- c) Then WRITE down the DATES beneath one another.
- d) Now FILL in the ACTIONS that corresponds to each date, next to the date. Make sure that every fact is complete.

Activity 2:

SOURCE A AND B

[LO 1.2, 1.3, 3.1, 3.3]

- Read the following sources and then answer the questions:

SOURCE A Heinemann International Student's Dictionary:

carat 1. a unit of measurements for the weight of precious stones, equal to 0.2 grams. 2. a unit of measurement for the purity of gold. Pure gold is 24 carats.

SOURCE B

Advertisement

DIAMONDS ARE A GIRL'S BEST FRIENDS!!

SELECT A SPECIAL DIAMOND FOR THE SPECIAL

PERSON IN YOUR LIFE!!

A DIAMOND RING IS FOREVER!!

1. Compare these two sources.

1.1 Write down any **fact** from one of these two sources that will still be true in your opinion in five years time./2/

1.2 Which of the two sources do you believe? /1/

1.3 Give a reason for your previous answer. /2/

2. A dictionary is a **secondary source**, because it puts different information from different sources together. A **primary source** is an original piece of work, like a painter's painting or a person's diary.

2.1 What type of source is Source B? /1/

2.2 Give a reason for your answer. /2/

3. Jewellers often mix gold with iron when making a ring.

3.1 Why do they do that? /2/

/10/

Assessment

Learning outcomes (LOs)

LO 1

Historical Enquiry

The learner will be able to use enquiry skills to investigate the past and present.

Assessment standards(ASs)

We know this when the learner:

1.1 continues to identify and select a variety of historical and archaeological sources relevant to an inquiry [finds sources];

1.2 evaluates the sources used (e.g. “Who created the source?”, “Is it reliable?”, “How useful is the information”) [works with sources];

1.3 interprets graphical and statistical sources [works with sources];

1.4 presents an original idea as part of an answer to questions posed [answers the question];

1.5 communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses

information technology where available and appropriate [communicates the answer].

LO 2

Historical knowledge and understanding

The learner will be able to demonstrate historical knowledge and understanding.

We know this when the learner:

2.1 begins to make links between historical events and processes in different contexts in the same period [chronology and time];

2.2 recognises the cause and effects of events vary in importance [cause and effect];

2.3 explains changes in a wider historical and environmental context [change and continuity].

LO 3

Historical Interpretation

The learner will be able to interpret aspects of history.

We know this when the learner:

3.1 examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation];

3.3 explains why history is not objective or neutral [source interpretation];

3.4 recognises that sense of identity may influence the events in the past are interpreted [influence on interpretation];

3.5 describes main features and uses of material remains of the past in a given context [representation of the past];

3.6 explains the importance of conserving our natural and cultural heritage (e.g. objects, buildings, heritage sites) [representation of the past].

Memorandum

Activity 1:

- The facts accompanying the dates below are self-explanatory. Grade 8s have to strive to obtain full information, without having everything presented to them. Asking questions dealing with What? Where? and/or By whom? is a good recipe to follow to gain completeness.

TIME LINE : THE DISCOVERY OF GOLD AND DIAMONDS IN SAOR : EVENTS ON THE SA DIAMOND AND GOLD FIELDS

1852 : *J.H. Davis discovers the first gold deposits on a farm near Krugersdorp.*

1852 : *Britain returns the Transvaal to the Transvalers with the signing of the Sand River Convention.*

1854 : *British control of the Orange Free State comes to an end with the signing of the Bloemfontein Convention by Britain and the Orange Free*

State.

1867: *The first diamond is discovered near Hopetown.*

1868 : *Gold is discovered at Tati, north of the Limpopo.*

1870 : *Diamonds are discovered at Dutoitspan, later known as Kimberley.*

1871 : *Diamonds discovered at Vooruitzicht, another dry diggings.*

1886 : *Walker and Harrison's find at Langlaagte becomes known as the main gold reef of the Witwatersrand.*

1892 : *Johannesburg linked by rail with Cape Town.*

1895 : *Johannesburg linked by rail with Durban.*

Activity 2: SOURCE A and B

1.1 Any example from Source A, e.g. “24 carat gold is pure (100%) gold.”

1.2 Source A

1.3 The information is reliable, it has been the subject of research. OR:
Dictionaries are reliable sources.

2.1 A primary source

2.2 An advertisement is an original source, just like an eyewitness report.

3. The ring would not show scratches as easily. The ring is cheaper. /10/

Changes in the life and work on SA mines

Social Sciences

HISTORY

Grade 8

THE MINERAL REVOLUTION AND RELATED WARS IN SOUTH AFRICA

Module 8

INDUSTRIALISATION IN SOUTH AFRICA

READING 1

Changes in the Life and WORK ON SA MINES, the Country and Cities

As with the French Revolution and the Industrial Revolution in Britain, the Mineral Revolution in South Africa heralded great changes in its surroundings and people. Fortune seekers from all over the world poured into South Africa in the hope of quickly becoming wealthy. Initially these Foreigners were dependent on the surrounding farmers for food and transport. The early days of surface prospecting – river gold and diamonds – were soon passed and deeper mining techniques meant importing professional technicians and complicated machinery. To extract gold from the bedrock was a complicated process. In 1890 a new means of extraction, the cyanide process, was introduced, which needed still more workers.

The black workers in the area of the Kimberley mines were housed in kampongs. These people were contract labourers who returned to their tribal homelands after 3 to 6 months when their contract expired. This relatively short time spent at the mines prevented them from being better

trained. The mine owners paid as little as possible for labour in order to increase their own profit. As in the Industrial Revolution, the rich got richer and the poor got poorer. Whereas the unplanned mining towns that sprang up became ordered in time and started promoting health and training, the conditions in the kampongs were deteriorating.

These conditions on the mines deteriorated even further when 60 000 Chinese were imported between 1904 and 1907 to work on the goldmines. Though there was a shortage of workers after the South African War, this system held no benefits for anyone. Most of the Chinese workers were sent back home.

In 1896 a restriction was placed on the immigration of Indian labourers to SA. These labourers worked mainly on the sugar plantations of Natal.

The Coloured farm workers of Cape Colony were hit hard by the weak harvest on the wine farms because of the rampant plagues that destroyed the crops. The farm owners owed the banks large amounts of money, and job opportunities decreased. Those in the clothing industry were also affected by the weakening in trade. Production was dependant on the successful import and export of products.

On the Witwatersrand, the British Foreigners demanded representation in the Volks-raad (parliament) of the Transvaal. They wanted Britain to take control of the Transvaal. The most famous attempt at this was the James Invasion, supported by mining tycoon, Cecil John Rhodes. The Boer commandos of President Kruger were able to arrest the invaders by 1896.

It is clear that the situation in South Africa had changed drastically. A great number of differing people were trying to make a life for themselves on the mines, farms and in the cities and towns.

GROUP DISCUSSION

1. Write down the cleverest answer, in your opinion, given by the members of your class on the following questions. Please read through these questions and answers again before the next examination.

1.1 Why does the creation of jobs decrease when a proprietor owes money to the bank?

1.2 Does the question in 1.1 apply to all areas or just to the agricultural scene?

2. Do you think that all the people in the clothing trade like manufacturers of material, dressmakers, salespeople and buyers of clothing?

2.1 follow the latest fashion trends

2.2 are influenced by poverty?

3.1 Why did the British (see the Sand River Convention in Reading 1) hand back their control of the Boer Republics?

3.2 Why did Cecil John Rhodes decide to annex the Transvaal in this reading?

4. Why did job creation decrease on farms and in towns, but grow on mines?

[LO 1.4, 1.5, 2.1, 2.2, 3.3, 3.4]

READING 2

War between the Zulus and the British Government

In 1877 what was called the Ninth Border War broke out between the Zulus and the British soldiers in the Cape Colony. The war lasted a year and at the end the British Government annexed the remaining independent regions of the Transkei. The last to be annexed was Pondoland in 1894.

In 1879 another war broke out between the Zulus and the British soldiers, this time in Natal. Despite a great initial victory for the Zulus under Cetshwayo, at the battle of Isandhlwana, the Zulus lost the war. Cetshwayo was captured and held in the Castle. This war was named the Anglo-Zulu War. Britain now controlled Zululand.

READING 3

The Land Act of 1913

Chinese and Indian workers were imported to work in the mines and on the sugar plantations of Natal. Unlike the black workers, they could not return to their countries after three months. When it became difficult to police their kampongs, the authorities tried to have the Indians and Chinese deported. Most of the Chinese wanted to return to China, but the Indians would rather stay in SA. Deportation was unsuccessful.

The next step in an effort to control the influx of workers, was the Land Act of 1913. By this law, all people were grouped by way of race or culture and forced to live in specific areas. Black people were to live in their homelands. They could still contract to work in the mines, on the farms and sugar plantations, but had to return to their designated areas afterwards. These areas were called Homelands, Reserves or Bantustans. This policy of dividing people into groups according to race, culture and areas was called segregation.

- WRITE DOWN YOUR OWN OPINION CONCERNING SEGREGATION
- [LO 1.5, 2.1, 2.3]

READING 4

SUGAR PLANTATIONS AND WORKERS IN NATAL

TIME-LINE: GHANDI

1869 : On 2 October Mohandas Karamchand Ghandi was born.

1888 : Ghandi travels to London by sea.

1890 : He passes the British matric exam.

1891 : Travels to India, where he starts his own law practise.

1893 : Back in SA he starts working for a Muslim firm. He encounters his people's problems on the sugar plantations.

1894 : Ghandi establishes the Natal Indian Congress.

: He fetches his wife and child in India and agitates for the rights of Indians in SA.

: He discourses at length with Chamberlain, the British Secretary of State, on Indian issues, e.g. resettlement of Indians.

1899 : He starts the Indian Ambulance Corps during the SA War and receives a medal for his work.

1902 : He acts as leader of representatives to see Chamberlain.

: In Durban he organizes hospital facilities during a plague.

1905 : He supports a boycott of British goods.

1906 : He starts the Indian Stretcher Corps during the Zulu Rebellion.

: He organizes the first mass protest meeting for Indians in Johannesburg.

: This is the first open passive resistance against the government.

1907 : Ghandi again leaves for England to argue the Indian's case.

: He meets Smuts in Pretoria and represents his Indian clients, accused in court of passive resistance.

: Smuts takes Ghandi to court. Ghandi changes the name passive resistance to the Indian word: Satyagraha.

Assessment

Learning outcomes (LOs)

LO 1

Historical Enquiry

The learner will be able to use enquiry skills to investigate the past and present.

Assessment standards(ASs)

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LO 2

Historical knowledge and understanding

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LO 3

Historical Interpretation

The learner will be able to interpret aspects of history.

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3.5 describes main features and uses of material remains of the past in a given context [representation of the past];

3.6 explains the importance of conserving our natural and cultural heritage (e.g. objects, buildings, heritage sites) [representation of the past].

Resistance against British control

Social Sciences

HISTORY

Grade 8

THE MINERAL REVOLUTION AND RELATED WARS IN SOUTH AFRICA

Module 10

RESISTANCE AGAINST BRITISH CONTROL

READING 1

The Earliest Unions

Even before 1910 the government started implementing a policy of segregation. In 1912 the SANNC, the South African National Native Congress was founded. They sent a group of representatives to Britain to complain about the Law of Landownership of 1913. By this law, blacks could not own agricultural land outside designated areas, known as homelands or reservations. In 1923 the SANNC changed its name to the ANC, the African National Congress.

The NP (National Party) and the ANC both send representatives to Versailles in France to negotiate with the British Government for greater self-government. Hertzog (NP) and Sol Plaatje (ANC) succeeded in speaking to the British Prime Minister, Lloyd George, but Mr George did not want to get involved in the interior policies of South Africa. The Indians were dissatisfied because they had to pay taxes, like the 3-pound head tax owed to the British rulers. General Smuts of the SAP (South African Party)

the prime minister of the Union of South Africa, negotiated with Ghandi, the leader of the Indians in South Africa.

When the First World War broke out (1914 – 1919) the biggest part of the South African population was dissatisfied with British control.

The ICU (Industrial and Commercial Workers' Union) was founded as a union for the dock workers under the leadership of Clement Kadalie. By 1927 the ICU had branches everywhere, even in rural areas. This was the biggest union and it started turning militant later. The railway strike of June 1927 was organised by the ICU.

The Zulu Rebellion against the British rulers was mentioned before. (See Reading 3, the Anglo-Zulu War.) Previously people spoke about the Anglo-Boer War, in which the word Anglo denotes the British soldiers and the word Boer refers to the South Africans. This war was fought by more South Africans than the Boers only, therefore this name is preferable.

Activity 1:

Now DRAW a TIME-LINE to explain the progress of the ICU.

[LO 2.1, 2.2, 2.3]

Activity 2:

RESISTANCE

[LO 1.4, 3.4, 3.5, 3.6]

- By now you should have a good idea of the term resistance. Find articles, preferably in the daily newspaper, but feel free to use other sources covering resistance. Words that may help you in your search, can be: toyi-toyi, petition, boycott, strike, etc.

If you are unable to find articles in the newspapers, try magazines and the internet. The word “resistance” should help you in your search on the internet, as key word for your search engine.

- PASTE in your article here. If you find more sources, please staple them together here. Ask Mom and Dad or a friendly relative to help you.
- SUMMARY: *Write down a summary of the contents of your article.*

THE SA WAR:

Who was involved and how did it influence their lives

After the failure of the Jameson raid, President Kruger of the ZAR was determined to keep the foreigners out of his government. In 1897, Milner was appointed as the new High Commis

sioner. It was his ideal to colonize the Transvaal. All negotiations concern

ing the demands of the Foreigners, such as the right to vote, seats on the Volksraad, etc. between Kruger and Milner failed. The war officially began on the 11th of October 1899.

The first phase of the war was a time of military success for the South Africans. General Piet Cronje successfully besieged Mafikeng and Kimberley. The OFS commandos led by Schoeman and Grobler invaded the Cape Colony and defeated the British troops under General Gatacre and General French at Stormberg.

General Piet Joubert besieged General White’s British troops at Ladysmith, Natal, and defeated the troops of General Sir Redvers Buller in battles at

Colenso, Tabanyama, Spioenkop and Vaalkrans. At this stage the British forces were crushed but the South Africans failed to follow up on their success.

Throughout the war the approximately 64 000 men in the commandos were principally from Transvaal and the Orange Free State. Throughout the British Empire, Britain now called in troops to use in the second phase of the war. Approximately 250 000 British troops, with superior weapons, were assured of a speedy victory over the South Africans. Lord Roberts and his second in command, Kitchener, started wiping out the South African resistance step by step. The surrender of General Piet Cronje and his 4 000 men at Kimberley was a devastation for the South Africans, as the way to the North was now open to the British army. In Natal, Buller broke through Colenso and liberated Ladysmith. In 1900, Lord Roberts captured Bloemfontein in March, Johannesburg in May and Pretoria in June. He proclaimed the Orange Free State and the Transvaal, British colonies.

President Paul Kruger sailed to Europe to find help for the South Africans. The third phase of the war had started. The South Africans divided into small commandos, making themselves more mobile. These guerrilla-fighters targeted the British convoys, communication lines and supply lines. The British troops built blockhouses to protect the railway and bridges.

The South African commandos received food and shelter from the surrounding farms. Kitchener put his Scorched Earth Policy into action, destroying farmhouses, livestock and harvests. Thousand of women and children were taken to concentration camps. Emily Hobhouse became famous for her efforts to improve the terrible circumstances of the women

and children in the concentration camps. Thousands of prisoners of war were sent to Bermuda, Ceylon (now Sri Lanka) and St. Helena. South Africans began to defect to the British Forces. Kruger found no support for South Africa in Europe. Most South Africans wanted peace. Finally, on the 31st of May 1902, the Peace Treaty of Vereeniging was signed at Pretoria.

READING 2

Women and Children in the South African War

In the past the role of women in wartime did not receive much attention. Women could move freely, even crossing enemy lines. Some women were accused of spying and executed. They were also accused of helping the enemy and subsequently executed. In those days it was accepted that women should stay at home to care for the children and look after the farm or business. It is a known fact that Genl. Joubert's wife, Hendrina, accompanied her husband and took part in all the skirmishes that his commando encountered.

The children had to help their mothers. Sons of Boers who were not yet 16 years old, became part of the Boer commandos. One of the clinching factors in the South African War was that the soldiers were worried about their families in the concentration camps. With the women in the concentration camps, there was nobody to supply the fighting farmers with food, shelter or ammunition. The leaders of the commandos were therefore forced to make peace.

Activity 3:

[LO 1.5, 3.5, 3.6]

- 1.** Write a paragraph to explain the contribution of the women to the SA War.
- 2.** What forced Cronje to surrender at Kimberley? What other action could he possibly have taken?
- 3.** Draw a blockhouse here.

(In *Scorched Earth* by Fransjohan Pretorius you will find clear pictures.)

(Please try the internet under “Anglo Boer War”.)

Activity 4:

[LO 2.1, 2.2, 2.3]

-
- Read through the following concessions in Source D, that were granted to the burghers (SA War survivors) into the Peace Treaty of Vereeniging.

QUESTION: What do you think did the British Government gain by these concessions?

SOURCE 1

1. Prisoners of war could return to South Africa.
2. The Dutch language would be accepted in schools.
3. The burghers were allowed to keep their weapons for self defence..
4. Rural committees were founded to resettle survivors and to help supply food, housing, seed and cattle to farm with.

Answers:

Revision Activity 1:

[LO 1.1, 1.2, 1.3, 1.4, 1.5]

DESCRIBE how children lived during the mineral revolution:

- a) on the farms during the SA War and
- b) around the mines or in a kampong.

Revision Activity 2: EXPLANATORY NOTES

[LO 2.1]

- Be sure that you understand what the meaning of the following words.
When in doubt, find the word in the previous readings.

technicians : professionals in their area of expertise in industry, e.g. carpenters working in wood or machinists like drilling operators

job provision : providing jobs/work for the benefit of a country's economy

annex : take over OR including a territory

kampongs : a communal living place, obviously fenced off rooms for black workers

repatriate : sending people back to their land of origin, motherland

segregation : dividing people on account of culture, language or race

self-government : the right to make your own decisions and choose your own representatives to your government

besieged : to have an area surrounded by troops

liberated : when help arrives to free people in an area surrounded by troops

union : a group of people doing the same work uniting to form a body to defend the rights of the members

- Here you see a few words in List A. Next to each explanation in List B, write down the word from List A that, in your own opinion, corresponds best to the explanation.

LIST A:Words:

union, liberated, besieged, segregation, self-government, repatriation, union, carpenters

LIST B:

- 1.** Technicians that receive their education by working in wood, like building cupboards, shelves, etc.
- 2.** People taken as slaves/workers taken from their motherland, sent back to their place of origin.
- 3.** When people are restricted from working or travelling outside their Bantustan, homeland or reserve.
- 4.** When a group of soldiers form a circle around a city and the people inside have to live without food or water or supplies.
- 5.** A society/congress formed by a group of people that does the same work, so that they can act together when they experience problems.

Revision Activity 3:

[LO 1.5]

The group must decide what information (from any reading) should be selected

- for the next exercise.

- 1)** Every group member compiles five questions. Write them down.
- 2)** Exchange your questions with at least two other group members.
- 3)** The group members also write down the correct answers.

- 4) The compiler of the questions marks all the answers.
- 5) Please check that the other learner's marks are written down.

MARKS: -----

.Questions answered by: -----

Marks out of 5: -----

Assessment

Learning outcomes (LOs)

LO 1

Historical Enquiry

The learner will be able to use enquiry skills to investigate the past and present.

Assessment standards(ASs)

We know this when the learner:

- 1.1 continues to identify and select a variety of historical and archaeological sources relevant to an inquiry [finds sources];
- 1.2 evaluates the sources used (e.g. "Who created the source?", "Is it reliable?", "How useful is the information") [works with sources];
- 1.3 interprets graphical and statistical sources [works with sources];
- 1.4 presents an original idea as part of an answer to questions posed [answers the question];
- 1.5 communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including

extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

LO 2

Historical knowledge and understanding

The learner will be able to demonstrate historical knowledge and understanding.

We know this when the learner:

2.1 begins to make links between historical events and processes in different contexts in the same period [chronology and time];

2.2 recognises the cause and effects of events vary in importance [cause and effect];

2.3 explains changes in a wider historical and environmental context [change and continuity].

LO 3

Historical Interpretation

The learner will be able to interpret aspects of history.

We know this when the learner:

3.1 examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation];

3.3 explains why history is not objective or neutral [source interpretation];

3.4 recognises that sense of identity may influence the events in the past are interpreted [influence on interpretation];

3.5 describes main features and uses of material remains of the past in a given context [representation of the past];

3.6 explains the importance of conserving our natural and cultural heritage (e.g. objects, buildings, heritage sites) [representation of the past].

Memorandum

Reading 2

Possible MEMO

1. The women supplied shelter, food and provisions to the Boer commandos. Any example. They, for instance, manufactured their own cartridges.
2. When General French arrived at Kimberley, Cronje was surrounded by French's troops from the outside and attacked from inside by besieged soldiers. Any plan; calling on the Black population for help. Any adventurous plan for sneaking away.
3. A small fort built in a strategic place, so that the guards inside it would be protected. The drawing should show the holes for taking aim and shooting with guns.

Activity4:

(SOURCE1)

- This activity comprises an exercise in insight and can only be used effectively by learners who are able to grasp the idea of resistance and can work individually. The ability to consider both sides of an issue is an advanced skill. Please approach this activity as you see fit. Do make use of the assessment grid from revision activity 1 or adjust the categories used in it to meet the needs of your class.
-

Revision Activity 1:

- Open answers
-

Revision Activity 2:

MEMO for the explanations of concepts

- joiners, repatriation, segregation, besiege/occupy, trade union /5/

/10/

Revision Activity 3:

- Questions set by learners who have drawn up very good questions can be used for the whole class. Set a good example by respecting the copyright act and obtaining prior permission for using the questions from the learner, and by discussing appropriate remuneration with the learner.

Causes of the first world war

Social Sciences

HISTORY

Grade 8

CHANGING IDEAS AND TECHNOLOGY:

THE FIRST WORLD WAR

Module 11

THE CAUSES OF THE FIRST WORLD WAR

Activity 1:

To discuss territorial expansion and power as a cause of the First World War

[LO 1.1, 1.2, 1.4, 1.5, 2.2]

READING 1

In 1877 the Russian Tsar, Alexander II, declared war on Turkey. After a year of heavy fighting, the Turks were beaten. According to the peace treaty of 1878, the Treaty of San Stefano, the new state of Bulgaria was created. It incorporated the majority of the Balkan states.

The High Chancellor of Germany, Bismarck, was a peacekeeper who worked tirelessly to create peace treaties between world powers. His Dreikaiserbund (treaty between three kaisers) between Germany (Wilhelm I), Austria-Hungary (Franz Josef) and Russia (Alexander II) of 1872 was in danger because Austria-Hungary was upset about the power Russia gained in the Balkans after the Treaty of San Stefano. These countries still followed an autocratic system of government, like the Turks. Note that the Russians were ruled by a tsar and the Turks by a sultan.

Bismarck requested that the super powers come to Berlin to make their claims to the Balkans, hoping that a peaceful solution could be found. Germany itself was not involved in the Balkans and could thus preside as arbitrator. At the Congress of Berlin it was decided that Bulgaria would be recognized as a smaller, independent state. Bulgaria would pay tax to the Sultan of Turkey. Two of its former provinces, Bosnia and Herzegovina, were now ruled by Austria-Hungary. Bessarabia was given to Russia to appease it.

The British Prime Minister, Disraeli, referred to the results of the Berlin Congress as “freedom with honour”, but this freedom did not last long. Although Austro-Hungarian power was firmly

established in the Balkans by this treaty, it also led to resistance by Serbian Nationalists. The Russians were also upset, as their territorial expansion had been halted.

As a political force, Nationalism not only hastened the First World War, but also caused the autocratic governments of Germany, Austria-Hungary, Turkey and Russia to crumble.

SOURCE A *Oxford Advanced Learner's Dictionary of Current English* - A S Hornby

tax : sum of money to be paid by citizens (according to income, value of purchases, etc.) to the government for public purposes

civic duties : official life and public affairs of a town or citizen for the (good) benefit of the country

- **Complete :**

1. We call Source A a _____ source. /1/
2. I can motivate my answer to question 1: _____ /2/
3. Examples of service to ones country are _____ /2/
4. My parent/guardian's opinion concerning tax is that it is: essential / unnecessary,
because /2/
5. I think the Bulgarians refused to pay tax to the
_____ /1/
Because _____ /2/

/10/

- **QUESTIONS:**

1. For what REASON did Bismarck try so hard to organize the Congress of Berlin? /2/
2. The POSITIVE RESULTS that were initially (at the beginning) achieved by the Congress of Berlin, were
_____ /2/
3. Which NEGATIVE RESULTS were noticed after the Congress of Berlin? /2/
4. a) Which other person mentioned in Reading 1 was, like Bismarck, not the ruler of his country, and
b) What important position did this person occupy in the government of his country?
a) _____

b) _____ /2/

5. Read through the following statement and decide whether the part printed in *italics* is a **cause** or an **effect**

Statement: Problems started for the Germans when *Bismarck was dismissed* by the German leader, Wilhelm II, in 1890.

Answer: _____

Motivation: _____ /2/

/10/

[LO 2.3]

Activity 2:

To discuss the clashing interests in the colonies as the second cause for the First World War

[LO 1.2, 1.3, 1.4, 1.5 2.1]

READING 2

Germany entered the race for territory in Africa at a late stage. Wilhelm II saw an opportunity to expand his power in North Africa through Morocco. Morocco had rich iron ore deposits, an asset to any industrialized country.

France already had control of Algeria, Tunisia, West and Central Sudan and French-Somaliland next to the Red Sea. But France desperately needed iron ore, since Germany had gained their largest supply of iron ore when it

annexed Alsace and Lorraine during the French-Prussian War of 1871. On top of that, France still owed Germany war debt. France and Germany had been enemies since 1871.

Britain could not allow France to annex Morocco, since that would threaten the important strategic British naval base at Gibraltar. Germany was building up its fleet. This posed a threat to Britain, the dominant power at sea, who needed a large fleet to protect its outlying colonies. Germany was a common threat to France and Britain in 1904, therefore they formed the Entente Cordiale.

In this agreement, Britain and France put aside their conflicting interests in Africa. France recognized Britain's interests in Egypt and the Anglo-Egyptian Sudan, while Britain secretly recognized France's interests in Morocco. Publicly Britain still guaranteed Morocco's independence.

When France's interests in Morocco became public, Wilhelm II of Germany visited Morocco and promised the Sultan that Germany would protect Morocco against France. A conference was held in Algeciras in 1906 during which Morocco's independence and Germany's economic interests in Morocco were guaranteed. During this conference, France received the support of Britain and its ally, Russia.

Britain was firmly set against the undemocratic Russian government and its autocratic Tsar.

Russia lost the Russo-Japanese war in 1905 and the Tsar was forced to institute the Duma, a form of parliamentary government. Talks between Russia and Britain now became possible. British interests in Persia and Russian interests in Afghanistan were recognized. Furthermore,

the Anglo-Russian Entente of 1907 led to the forming of a new Entente between France, Britain and Russia. The Entente was not a military treaty, but a friendly understanding in the interests of peace in Europe.

Thus, by the end of 1907, Europe was divided into two armed camps: The Entente, containing France, Britain and Russia opposed by the alliance of Germany, Austro-Hungary and Italy.

DO YOU STILL KNOW THE FOLLOWING ?

independence : The right of a person or group to make their own decisions and to act in their own best interests

democracy: Government for the people through representatives that have been elected (by voting) freely

Originally the objective of the concept “democracy” was the protection of minorities. Democracy is sometimes summarised in the expression “one man, one vote”.

autocrat: Person who requires matters to be done without considering the wishes of others

Assignment:

[LO 2.1]

- Now draw a TIME LINE and write down the following dates. Next to each date, write down an important historical event of that year.
- 1871, 1904, 1905, 1906, 1907
- /10/

Assignment:

[LO 1.2, 1.3, 1.4, 1.5]

- Consult a map of Africa in 1918 (at the end of the First World War). Study the map carefully and then answer the questions that follow.
- MAP QUESTIONS:

1. Which European language do you think, the people of Algeria spoke?
Why? /2/
2. Which European religion was mostly followed in Libya? Why? /2/
3. The ruler of the formerly independent Abyssinia declared in 1936, after Italy occupied his country, that his people of 12 million must depend on others' sense of fair play and therefore he asked for the help of the super powers and the League of Nations. Abyssinia had neither weapons or natural resources.

3.1 Name any ADVANTAGE or BENEFIT of having an independent state.
/2/

3.2 Name any DISADVANTAGE of having an independent state. /2/

4. Of what use is a map as a source to the historian? /2/

/10/

Activity 3:

To discuss the arms race as the third cause of the First World War

[LO 1.3, 1.4, 1.5, 2.3]

READING 3

During the ten years between 1905 and 1914 the Super Powers spent vast amounts on armaments. Germany saw the Entente between France, Britain and Russia as an attempt to surround the country. Thus German **improved and expanded its military power** on ground scale.

The British forces were under the command of the experienced Lord Haldane who organized them so they would be ready to meet any threat. Belgium also responded to the German threat by lengthening its **conscription** time (period of military training). Russia increased the number of **weapon factories** and developed **new strategies** for warfare.

Weapons technology progressed immensely. For example, in 1906 Britain built a **battleship**, the *dreadnought*, which was heavily **armoured** and equipped with heavy **cannons**. The Germans developed a new type of warfare at sea by using **submarines**. Despite disarmament conferences, distrust and hostility between the Super Powers increased and war became inevitable.

Assignment:

- Now look at all the words in bold in **Reading 3**. In **Reading 4** there is further information on **WEAPONS, TECHNOLOGY** and **STRATEGY**. When doing this, go a step further and discuss the changes or similarities in weapons over time. Pay thorough attention to **IMPROVEMENTS**, in weapons.

SOURCE INFORMATION:

- You can find more information at the following web sites:
 1. www.askjeeves.com (Type in the question.)
 2. www.google.com (Type in the key word.)
 3. www.mweb.co.za (Go to the library.)

PICTURES:

Reader's Digest Illustrated Story of WORLD WAR I, Cape Town, 1969

Visit your nearest library. Ask a librarian to show you where reference books on the First World War are kept.

- You have now evaluated and selected sources.
- Write your own research that you did with the help of the information on **WEAPONS**.

If you were unsuccessful in finding or selecting information you may use the story of a veteran fighter (correctly documented and dated) as proof of your research.

- The following assignment must be assessed by class members.

WEAPONS

Assignment:[LO 1.4, 1.5]

- Use your information and write down your ideas here. Try to communicate your results as clearly as possible.

1. Why do you think, normal people use weapons?
2. Should there be a restriction on the (a) number of and (b) type of weapons in a country? MOTIVATE your answers!
3. Why does weapons technology advance during war time?
 - Remember that everybody has different interests, so you should read the information gathered by your class members.

Memorandum

Activity 1:

SOURCE A: 1. secondary (1)

2. combined (1) from primary sources (1)
3. electricity/water/roads/etc. any two (2)

4. Any essential services OR excess money / unnecessary services (2) 5. Sultan of Turkey (1) the money was not spent to their benefit OR Turkey took the money. Any answer. /2/ =10

Activity 2: Facts for the TIME LINE

1871 End of the Franco-Prussian war that humiliated France.

1904 France and Britain enter into the Entente Cordiale.

1905 Japan wins the war against Russia, the Duma established.

1906 Conference in Algeciras at which Morocco is discussed.

1907 Triple Entente entered into between France, Britain and Russia.

MAP QUESTIONS:

1. French, because the army of occupation was French. (2)

2. Roman Catholic Denomination. The Italian missionaries believed this. (2)

3.1 Any: rules itself OR establishes its own laws OR People enjoy freedom. (2)

3.2 Disadvantage Any: Without resources it is on its own OR Must have powerful weapons because of being responsible for its own defence. (2)

4. Any: The historian is able to trace the exact borders OR research land ownership. (2)

=10

Assessment

Learning outcomes (LOs)

LO 1

Historical Enquiry

The learner will be able to use enquiry skills to investigate the past and present

Assessment standards(ASs)

We know this when the learner:

1.1 continues to identify and select a variety of historical and archaeological sources relevant to an inquiry [finds sources];

1.2 evaluates the sources used (e.g. “Who created the source?”, “Is it reliable?”, “How useful is the information?”) [works with sources];

1.4 presents an original idea as part of an answer to questions posed [answers the question];

1.5 communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

LO 2

Historical Knowledge and Understanding

The learner will be able to demonstrate historical knowledge and understanding

We know this when the learner:

2.1 begins to make links between historical events and processes in different contexts in the same period [chronology and time];

2.2 recognises that causes and effects of effects vary in importance [cause and effect];

2.3 explains charges in a wider historical and environmental context
[change and continuity]

Submarines and trench warfare of the first world war

Social Sciences

HISTORY

Grade 8

CHANGING IDEAS AND TECHNOLOGY:

THE FIRST WORLD WAR

Module 12

SUBMARINES AND TRENCH WARFARE OF THE FIRST WORLD WAR

To discuss submarines as a weapon of the First World War

[LO 3.1, 3.2, 3.3, 3.4, 3.7]

READING 1

Initially America (the USA) distanced themselves from the war. The well-known isolationist policy of the Americans prohibited their involvement in European matters. They would only go so far as to provide the fighting Allies with provisions and war materials.

Britain set up a sea blockade to prevent war supplies from reaching her enemies. British supply ships ferried vital war supplies across the Atlantic ocean between Europe and the USA. Germany used its weapons technology to turn the submarine into a weapon of destruction. The submarines sunk

neutral as well as enemy ships. The gross mass of supply ships and their cargo sunk in the month of April 1917 alone, totaled a million tons. This meant that Britain's food supply was practically gone. Britain was dependent upon the supplies from its colonies and these were on the bottom of the sea.

The Germans received a warning concerning their “unlimited submarine warfare”, but viewed it as effective. Because of the strong feelings of the citizens, President Woodrow Wilson of America was forced to declare war and join the Allies. It was this involvement of America, during a period when the Allies were being defeated, that swung the course of the war in the favour of the Allies.

Assignment:

[LO 3.1, 3.2, 3.3, 3.4, 3.7]

- QUESTIONS ABOUT THE INTERPRETATION OF THE KEY SENTENCE PRINTED IN BOLD:

1. Explain in a full sentence what it means when something can be described

as **unlimited?** /2/

1. Explain in a full sentence what is meant by **effective.** /2/

3. Do you think that the words in bold “unlimited submarine warfare” were written by a German? Motivate your answer./3/

4. Why did the two groups interpret submarine warfare differently? /3/

5. REVISION:

Statement: Germany used its weapon technology to turn the submarine into a very successful weapon of destruction.

5.1 Is this statement a fact or an opinion? /1/

5.2 When I take from the statement the two words _____ /1/

and _____ then only the fact / opinion _____ /1/

remains. /1/

5.3 Rewrite the entire statement with your own words added.

Germany used its weapons technology to turn the submarine into a very successful weapon of destruction. /1/

/15/

Assignment: The RESEARCH PROJECT

- You have now received information on different weapons and their use. Choose your own topic from the theme: **TECHNOLOGICAL DEVELOPMENT**

Learners interested in weapons can choose to do research on submarines.

Reread the instructions for a good project discussed in Module 1. In Reading 3 the *dreadnought* is mentioned. Learners interested in ships can do their research on the technological development of weapons on ships and types of war ships.

If you are more interested in computer technology, you should research the origins of computers. You must be able to show the **development** of computers.

Activity1:

To discuss trench warfare as a characteristic of the First World War

[LO 1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5]

READING 2

When the war broke out, Germany was forced to fight on two fronts: in the East against the Russians and in the West against the allied forces of Britain and France. Germany had planned to crush the Western resistance swiftly and then to go to the aid of the weakened Austro-Hungarian forces, fighting on the Eastern front against the Russians.

However, on its route to the capital of France, Paris, the German advance was halted at the Marne river. There it was engaged in a trench war* that lasted all of four years.

Assignment:

Differentiate between source A and source B

[LO 1.1, 1.2, 3.3, 3.5]

SOURCE A *Oxford Advanced Learner's Dictionary of Current English*
edited by A S Hornby

- Complete:

Source A is a _____ type of source. My motivation for

my answer is _____

I think Source _____ is more useful to the historian doing research, because

_____ /5/

Assignment:

Study source B and think about the information received

[LO 1.3]

SOURCE B: ILLUSTRATED FACTOPEDIA, Dorling Kindersley Limited, London. 1955

1914 – 1916: For the first time air planes were used as weapons in a war. A great improvement was made in speed, range and power

FAMOUS WARPLANES

FOKKER TRI PLANE This plane was the most famous plane used by the legendary German ace pilot, Manfred von Richthofen (1892 - 1918) – the “Red Baron”

SOURCE B is a good example of the amount information that can be communicated by means of a picture and by a verbal description.

Assignment: COLLAGE OR POSTER

- This is your chance to make a beautiful, creative **collage** OR an orderly and colourful **poster** with pictures and words for your portfolio.
- This is your chance to make a beautiful, creative **collage** OR an orderly but colourful **poster** with pictures and words for your portfolio. Ask your teacher about the format of your work: if it has to go into a file, then please use the next A4 page, page 15. If the work will be displayed on the classroom walls, another format should be used. First decide on the message that you want to deliver, like Stop War, Make peace, Colonization, Women in War, etc.
- Do not damage books!! A colourful copy, gets more marks. Select the pictures that you are going to use.
- Remember that a successful collage needs different textures in pasting. Use letters of different sizes and typefaces. Name your sources again (use the correct method) on the back of the collage.ame:_____

Grade:_____

Date:_____

[LO 1.4, 1.5]

Assessment

Learning outcomes (LOs)

LO 1

Historical Enquiry

The learner will be able to use enquiry skills to investigate the past and present

Assessment standards(ASs)

We know this when the learner:

1.1 continues to identify and select a variety of historical and archaeological sources relevant to an inquiry [finds sources];

1.2 evaluates the sources used (e.g. “Who created the source?”, “Is it reliable?”, “How useful is the information?”) [works with sources];

1.4 presents an original idea as part of an answer to questions posed [answers the question];

1.5 communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

LO 2

Historical Knowledge and Understanding

The learner will be able to demonstrate historical knowledge and understanding

We know this when the learner:

2.1 begins to make links between historical events and processes in different contexts in the same period [chronology and time];

2.2 recognises that causes and effects vary in importance [cause and effect];

2.3 explains changes in a wider historical and environmental context [change and continuity]

LO 3

Historical Interpretation

The learner will be able to interpret aspects of history.

We know this when the learner:

- 3.1 examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation];
- 3.2 identifies and gives reasons for the different ways that the past is represented and interpreted [source interpretation];
- 3.3 explains why history is not objective or neutral [source interpretation];
- 3.4 recognises that sense of identity may influence the way events in the past are interpreted [influences on interpretation];
- 3.5 describes main features and uses of material remains of the past in a given context [representation of the past];
- 3.6 explains the importance of conserving our natural and cultural heritage (e.g. objects, buildings, heritage sites) [representation of the past];
- 3.7 explains how and why people's memories of the past might differ [representation of the past].

Memorandum

Activity 1

SUBMARINES Interpretation and Revision: Fact/Opinion/Prejudice

- 1. unrestricted: Something is unrestricted when it is not governed by rules or regulations (1) according to which it could be restricted.(1) =2
- 2. Something is used or utilised effectively (1) when it fulfils its intended purpose (1) OR when it is successful/useful (2) =2
- 3. No. (1) "The Germans were warned" means that somebody else warned them. (2) =3
- 4. Both groups: The USA saw submarine warfare as cruel and inhuman, (1) Germany was aware of how successful it could be, (1)

Was only aware of their own view on the issue. (1) =3

5.1 opinion (1)

5.2 extreme and effective (2) fact (1) Any addition of words that change the statement to a prejudiced, emotional opinion, e.g.

The clever / intelligent Germans/Germany etc. (1) =5 =15

RESEARCH ASSIGNMENT

- The assessment grid. You could include a **copy** of the completed grid in each learner's Module 3 portfolio as proof that the project was completed, or include the learner's research project, if possible. The grid would also serve as proof of intervention in the instance of a learner failing to produce the project.
- The parent's signature, as well as the date, has to appear on the assessment grid.

Trenches: Comparison of sources is a primary source (1) motivation: eye-witness report OR interpretation (1)

Any: Source A is a correct definition OR Source B.

See instructions for poster / collage in module (Possible class decoration)

This poster / collage could also be assessed according to the Assessment grid.

The changing role of women during the first world war

Social Sciences

HISTORY

Grade 8

CHANGING IDEAS AND TECHNOLOGY:

THE FIRST WORLD WAR

Module 11

the changing roles of women during the First World War

Activity 1:

To a) discuss the changing roles of women during the First World War,

and b) compare the results of the First World War with conditions today

[LO 1.3, 2.3, 3.4]

READING 1

The First World War was bigger in scope and caused a lot more destruction than any previous war. Heavily armed soldiers fought on land, at sea and in

the air for four years. About 8 million soldiers died on the battlefield.

At home the civilians were also aiding the war effort. War supplies needed to be produced and transported to the soldiers in battle. To prevent this, big cities were bombed from the air. Large portions of France, Poland and Belgium, where some of the most important battles were fought, were completely destroyed. Women working on the farms and whose fields were bombed from the air, had to care for themselves, their families and the wounded while still producing enough food to feed the war effort.

Mines and factories were damaged beyond repair. Underfed women and children in the factories had to produce the necessary war supplies and provisions. Many combatants were left destitute by the war and returned to ravaged houses and businesses. The majority of the soldiers were left unable to work, due to poor circumstances and medical services on the battlefield. The traditional roles of the woman as housekeepers, teachers, and nurses were replaced with the roles of businesswomen and farmers.

By 1918 millions of civilians were dying of famine or illness. Then the Great Flu Epidemic broke out. More than twenty million people (more than those who died in the war) died of the flu.

The traditional role of the woman as supporter of the fighting man changed to that of women of the battlefield of survival. Women had to take over the role of breadwinner to support husbands and sons who returned from the war physically or mentally crippled.

READING1 (b)

The most serious social problem facing us today in South Africa is HIV/AIDS. Many children today are born with HIV/AIDS and large portions of the community die from it. The cost of caring for AIDS patients and provision of care to AIDS orphans and victims of AIDS come to millions of rands. As with the First World War, this war has already spread around the globe. HIV/AIDS can be described as a pandemic.

Assignment:

Study source A and complete the table

SOURCE A

AIDS CONCEPTS:

HIV: refers to a deficiency in the human immunity system

AIDS: refers to the immunity deficiency syndrome

EPIDEMIC: the circumstances in which a specific illness spreads quickly

PANDEMIC: refers to the spread of a specific illness at an alarming speed over large areas of the earth

IMMUNE SYSTEM: refers to a person's ability to fight an illness

Let us compare the statistics from three countries. The numbers are rounded off. In 1997 the total population of South Africa was 43 336 000.

Approximately 360 000 people died of AIDS, while in Ethiopia, with a population of 60 148 890, approximately 1 000 000 people died of AIDS. In Zimbabwe, with a population of 11 682 000 , 130 000 people died of AIDS.

- FILL in the correct information on the following **table**:
-
-

• Country	• Population	• Aids Deaths

- **Complete :**

1. A pandemic is _____ /2/

2. Three similarities between the HIV/AIDS pandemic and the First World War

2.1 _____

2.1 _____

2.3 _____ /3/

3. The difference between HIV/AIDS and WW 1
is: _____ /2/

4.1 Continuity is _____ /1/

4.2 How did WW1 change the role played by woman in society?
_____ /3/

/10/

Assessment

Learning outcomes(LOs)

LO 1

Historical Enquiry

The learner will be able to use enquiry skills to investigate the past and present

Assessment standards(ASs)

We know this when the learner:

1.1 continues to identify and select a variety of historical and archaeological sources relevant to an inquiry [finds sources];

1.2 evaluates the sources used (e.g. “Who created the source?”, “Is it reliable?”, “How useful is the information?”) [works with sources];

1.3 interprets graphical and statistical sources [works with sources];

1.5 communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

LO 2

Historical Knowledge and Understanding

The learner will be able to demonstrate historical knowledge and understanding

We know this when the learner:

2.1 begins to make links between historical events and processes in different contexts in the same period [chronology and time];

2.2 recognises that causes and effects vary in importance [cause and effect];

2.3 explains changes in a wider historical and environmental context [change and continuity]

LO 3

Historical Interpretation

The learner will be able to interpret aspects of history.

We know this when the learner:

3.1 examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation];

3.2 identifies and gives reasons for the different ways that the past is represented and interpreted [source interpretation];

3.3 explains why history is not objective or neutral [source interpretation];

3.4 recognises that sense of identity may influence the way events in the past are interpreted [influences on interpretation];

3.5 describes main features and uses of material remains of the past in a given context [representation of the past];

3.6 explains the importance of conserving our natural and cultural heritage (e.g. objects, buildings, heritage sites) [representation of the past];

3.7 explains how and why people's memories of the past might differ [representation of the past].

Memorandum

Activity 1:

SOURCE A: AIDS

1. An epidemic / disaster (1) on a worldwide scale. (1) =2

2.1 Loss of life.

2.2 Worldwide onslaught.

2.3 Financial cost. =3

3. The one is a disease, the other a fight. (2)

4.1 Continuous / maintained. (1)

4.2 Women continue to fulfil all their modern roles. =3

Influence of WW 1 on SA

Social Sciences

HISTORY

Grade 8

CHANGING IDEAS AND TECHNOLOGY:

THE FIRST WORLD WAR

Module 14

THE INFLUENCE OF THE FIRST WORLD WAR ON SOUTH AFRICA

Activity 1:

To discuss the influence of the First World War on South Africa

[LO 1.4, 1.5, 2.2, 3.3]

READING 1

During the time of Cecil John Rhodes' struggle to annex the goldmines of the Transvaal for the British Government, the details of the failed Jameson Raid came to light. The Jameson Raid and the South African War, or the Anglo-Boer War as it was then called, were discussed in Module 2.

Kaiser Wilhelm II of Germany openly sent a telegram to President Paul Kruger of the Transvaal Republic, congratulating him on his successful repulsion of the Jameson Raid. Britain took exception to this.

During the South-African War (1899 - 1902) the Germans openly sympathized with the South-Africans. The relationship between Britain and Germany suffered as a result of this.

At this stage the Cape Colony was under British control and the colonists had to support the British government's participation in the First World War. Soldiers who found themselves in colonies that wished to rule themselves after the war, brought these sentiments home with them. They had seen how a people that worked together could establish its independence from the colonial Power.

After the South African War the South Africans were anti-British. The struggle in the concentration camps and on the battlefields were still too fresh in their memories.

Assignment:

[LO 1.4, 1.5, 2.2]

- Answer the following questions:

1 In paragraph 1 Britain, in the person of Rhodes, wanted to annex the Transvaal and the Orange Free State because

/2/

- Write down your own OPINION about the REASON for COLONIZATION:

2. According to paragraph two, Kaiser Wilhelm II congratulated Paul Kruger on

____ /2/

- Did Kaiser Wilhelm II have OTHER REASONS for congratulating Kruger?

What were these?

3. On whose side did the Colonists, according to paragraph 4, fight? Why?

____ /2/

- The Cape Colony did not have any gold fields. Why did Britain need the Cape?

4. What is nationalism according to paragraph 5?

____ /2/

- Own opinion: Nationalism is

5. Two reasons for the anti-British feeling according to paragraph 6 are:

____ /2/

- "Anti-British feeling" means that

•

/10/

Assessment

Learning outcomes (LOs)

LO 1

Historical Enquiry

The learner will be able to use enquiry skills to investigate the past and present

Assessment standards

(ASs)

We know this when the learner:

1.1 continues to identify and select a variety of historical and archaeological sources relevant to an inquiry [finds sources];

1.2 evaluates the sources used (e.g. “Who created the source?”, “Is it reliable?”, “How useful is the information?”) [works with sources];

1.4 presents an original idea as part of an answer to questions posed [answers the question];

1.5 communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

LO 2

Historical Knowledge and Understanding

The learner will be able to demonstrate historical knowledge and understanding

We know this when the learner:

- 2.1 begins to make links between historical events and processes in different contexts in the same period [chronology and time];
- 2.2 recognises that causes and effects of events vary in importance [cause and effect];
- 2.3 explains changes in a wider historical and environmental context [change and continuity]

LO 3

Historical Interpretation

The learner will be able to interpret aspects of history.

We know this when the learner:

- 3.1 examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation];
- 3.2 identifies and gives reasons for the different ways that the past is represented and interpreted [source interpretation];
- 3.3 explains why history is not objective or neutral [source interpretation];
- 3.4 recognises that sense of identity may influence the way events in the past are interpreted [influences on interpretation];
- 3.5 describes main features and uses of material remains of the past in a given context [representation of the past];
- 3.6 explains the importance of conserving our natural and cultural heritage (e.g. objects, buildings, heritage sites) [representation of the past];
- 3.7 explains how and why people's memories of the past might differ [representation of the past].

Memorandum

Activity :

Memorandum of Discussion of Reading, Passage 1

Please do not allocate marks for the second section of each question if the learners are not able to formulate personal opinions yet. Rather take time to DISCUSS the question in the class to assist them with the formulation of an opinion.

Please note that the learner must be able to see the difference between his / her own opinion and that of the educator.

1. Britain, the goldfields /1/ wanted to own/use it. /1/ =2

Own opinion. Colonisation was to Britain's advantage.

2. Kruger was able to put up a good defence /1/ of his country / the Transvaal /1/ =2

Any: Wilhelm II knew that the Colonialists would rather fight for Germany.

OR Wilhelm II wanted to tease Britain; he might have been able to instigate an uprising in the Cape Colony.

3. Britain /1/ They had to execute the instructions of the British government. /1/ =2

Any: Harbours for exporting gold. / Refreshment station. / War products.

4. A nation's /1/ yearning for freedom / independence. 1/ =2

Any: Nationalism is fervent love for the fatherland.

5. The concentration camps /1/ and the war /1/ were fresh in their memory.
=2

Any: “Anti” means “against” / British signified everything that had to do with Britain

The causes and effects of colonisation

Social Sciences

HISTORY

Grade 8

COLONISATION

Module 15

THE CAUSE AND EFFECT OF COLONISATION

COLONISATION

You have already covered the content prescribed by the National Curriculum for Grade 8 History in the previous three modules. To prepare for the end exam, in this module you should practise the key skills.

Activity 1:

Cause and effect of colonisation

[LO 2.1, 2.2, 3.3, 3.7]

Definition:

Colonisation takes place when groups of people move from their mother country to a colony in order to settle there.

Cause:

- a) This process means that the groups settling in another country normally maintain the religion, culture and language of their mother country, so that the colony becomes an **expansion** of the original country.
- b) The opposite can be true as well. Colonists may **flee** their country because they disagree with the traditions or politics in their own country. The French Huguenots fled to the Cape to be free of religious persecution.

Effect/Result:

- a) Positive: Colonists can free themselves of previous oppression. The British government recognised the **independence** of the American colonists living in the United States of America, in 1782.
- b) Negative: The native people in a colony can be **exploited**, even destroyed. The Red Indians in America suffered under the colonialists.

Time Span:

One of the first colonies was the island of Madeira, discovered and colonised by the Portuguese in 1418. Colonisation is an ongoing process. Hong Kong was a British colony until 1998.

Exercise:

Imagine that your parents decide to take care of an orphan. Think first and then write down which privileges that you now enjoy, you are **willing to share**.

Which privileges would you not be willing to share.

Activity 2:

[LO 1.2, 1.4, 1.5]

- You will not find the answers to the questions that follow in the text. You must use your own knowledge or research to answer them. Name your source with each answer. Your source can be your own name, e.g. if you do not need the dictionary for the answer to question 5.

READING 1

THE THIRTEEN COLONIES OF NORTH AMERICA

Thousands of people settled on the east coast of North America between 1607 and 1732. French Huguenots, German colonists and groups from Britain were dissatisfied with the conditions in their respective homelands. In the beginning they enjoyed freedom from political oppression, religious persecution and class distinctions.

Timber and fishing operations were started. Loggers invented their own way of felling trees during winter, high up in the mountains. Big logs were dragged into the frozen streambeds. During summer they used the melting snow to carry the logs down towards the harbours. It was the land of opportunity, where a hard worker who could use his imagination to devise his own machinery and tools could become rich. Crops like tobacco, rice, cotton and indigo were cultivated.

Hunting for pelts was a profitable job.

Questions:

1. Do you think that the freedom that the colonists enjoyed at the beginning lasted for ever? Give a reason for your answer. (2)
2. Give any example of class distinction. (2)
3. Write down more than one use for tobacco. (2)
4. What is the meaning of the word “pelts” in the last sentence?

Explain and give an example. (3)

5. What does a person do with “indigo”? (1)

[10]

Activity 3:

[LO 1.1]

- In Reading 3 we discuss the grievances of the colonists. You will remember (from your study of colonialism in Africa) that the superpowers exploited their colonies for raw materials and used them as a market for manufactured goods. The super power in this case is Britain and the colonists the Americans.

READING 2

BACKGROUND OF THE AMERICAN REVOLUTION

CAUSES: ACTION	REACTION
<p>1. <i>The British government believed that they had the right to control all trade and manufacturing in their colonies.</i></p>	<p>Grave dissatisfaction spread amongst the colonists because they wanted to make their own decisions.</p>
<p>1. <i>Products could only be</i></p>	<p>The Americans started smuggling their own</p>

transported on British ships, so Britain could control which products the Americans could trade.

products to get the best profits.

1. *Britain regarded the Americans as British citizens and therefore liable to taxes.*

The Americans assaulted the tax collectors and refused to pay taxes.

In 1770 a dispute broke out between the colonists and the British soldiers quartered in Boston. Five colonists were killed in the fighting and many wounded. The incident became known as the Boson Massacre. Britain abolished all taxes except the tax on tea.

Questions:

- The following explanations come from: *Heinemann International Students' Dictionary*.
-
- Find words in the text (Reading 3) that correspond with the explanations. Write down the word next to each explanation.
-

1. The act of killing a large number of people and animals in a very cruel way. OR A complete defeat in a contest or match.
2. Lodged, or given a place to stay, especially soldiers and their families.
3. An event or activity that is often part of something larger or more important.
4. Violently attacked.
5. Taking goods, people or animals into or out of a country illegally.

[5]

Activity 4:

SOURCE

[LO 1.1, 1.3, 1.4, 3.1, 3.2, 3.4]

The Boston Tea Party

The American colonists were not satisfied with the concessions made by the British government. They wanted freedom from taxation. You know that the indigenous people of America were called Red Indians.

SOURCE A:

One night in December 1773 a group of men from Boston disguised themselves as Indians. They stealthily boarded three British ships moored in Boston Harbour. The ships were laden with tea. They threw most of the tea into the sea, turning the water the colour of tea in the process. This incident later became known as the Boston Tea Party.

Research Assignment:

1. What information do you have on the Native Americans of North America? Write down your information. (Exchange your information with other members in your class so that you can read their information too.)

Source:

2. Find information on ANY of the indigenous peoples of South-Africa or Africa. Try to find pictures of their homes, work or art to paste on a folio page.

Reading 3:

[LO 2.1, 2.2, 2.3]

THE DECLARATION OF INDEPENDENCE

British retaliation after the Boston Tea Party was harsh. The residents of Boston had to pay for the tea and the harbour was closed to all traffic. All meetings were prohibited and the legislative assembly was dissolved. Soldiers were billeted on private householders.

In September 1774 representatives of twelve of the thirteen colonies assembled in Philadelphia to plan their strategy to fight for freedom. Their document, Declaration of Rights and Grievances was sent to Britain to no avail. The first clash between the colonists and British troops took place at Lexington. At the second congress in Philadelphia, George Washington was appointed supreme commander of the colonial troops.

During the third congress in Philadelphia the famous Declaration of Independence was drawn up by Benjamin Franklin, Thomas Jefferson and John Adams. On 4 July 1776 the Declaration of Independence was accepted by the congress. According to the declaration all men are born equal and therefore all men have inalienable rights such as the right to life, liberty and the pursuit of happiness. All governments receive their power from their subjects and for this reason it is justifiable to overthrow a tyrannical government. The declaration also criticised British policy and listed the colonists' grievances.

In 1787 the American constitution was adopted, in which the rights, freedom and privileges of all Americans were written down. The thirteen colonies were linked in a federation. This meant that each colony still retained a large degree of independence, e.g. each colony or state had its own legislative body which dealt with local affairs.

George Washington became the first president of the United States of America. The capital was named after the first president, namely

Washington.

In 1777 the Union Jack (British flag) was replaced by the stars and stripes. The new flag consisted of thirteen horizontal red and white stripes with thirteen stars in the left-hand corner. In the course of time other states were added to the original thirteen. Today there are more than fifty stars, representing the number of states in the federation of the United States of America.

The American national anthem is called “The Star-Spangled Banner”.

Assessment

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buildings, heritage sites) [representation of the past];

3.7 explains how and why people's memories of the past might differ [representation of the past].

Memorandum

READING 1

1. No. Any: People always need leaders / laws, which signifies a form of managing. OR Their "freedom" will last until they argue with one another.

2. Any distinction related to being born within a particular class: workers had to use the back entrance of the home.

3 Tobacco can be used for smoking and chewing. It is also used as a fertiliser or for pest control, e.g. for diseases on roses.

4. Furs are the skins of animals /1/. A coat or jacket, cap or handbag /1/made from the skin of an animal /1/ can be made (bought) =3

5. Indigo is a dye made from plants with the same name. It is used to colour materials such as linen. The colour is a dark blue-violet.

READING 2

- blood bath / slaughter;
- quartered / confined to barracks;
- incident;
- attack;
- smuggle. /5/

READING 3

The research assignment is meant as a last attempt to brighten up the portfolio with a colourful piece of work and at the same time inspire the learners to do research on their own and perhaps to involve their parents.